

University of Rhode Island
Department of History
Fall 2003

History 117

History of Medicine

Professor: Andrea Rusnock, Ph.D.
e-mail: rusnock@uri.edu

Office Hours:

Course Objectives:

- To survey the history of western medicine from Antiquity to the present. The second half of the course will focus on the United States in the 19th and 20th centuries.
- Topics will include: the impact of disease on medical theory and practice, the variety of healers in different cultures and historical periods, medicine from a patient's point of view, and the creation of scientific medicine.
- To learn how to read and interpret primary sources in the history of medicine.
- To improve writing and speaking skills.

If you have a documented disability that may require individual accommodations to meet these objectives, please make an appointment with me at the beginning of the term to discuss how your needs may be met.

Academic Honesty:

Plagiarism of any sort is sufficient reason for failure of the course. If you have any questions about what constitutes plagiarism, please do not hesitate to ask me.

Gender-Fair Language:

Each student will be expected to use gender-fair language, both in writing and speaking.

Books to Purchase:

Logan Clendening, ed., *Source Book of Medical History* (Dover, 1960/1942).
Irvine Loudon, ed., *Western Medicine – An Illustrated History* (Oxford, 1997).
John Harley Warner and Janet A. Tighe, eds., *Major Problems in the History of American Medicine* (Houghton Mifflin Co. 2001).
Andrew Wear, ed., *Medicine in Society – Historical Essays* (Cambridge University Press, 1992).

Course Requirements:

I will lecture on Monday and Wednesday, and we will meet for discussion on Friday. I expect everyone to have read and thought about the week's material for the Friday discussion.

1. Weekly Writing [30 points]. You are required to write **6** short papers (1-2 pages in length) based on the weekly reading. These papers are due in class on Friday. Assignments are listed under each weekly heading. There are a total of twelve (12) assignments; each student can select which 6 assignments to complete. **Late papers will not be accepted.** The papers must be typed and double-spaced. All direct quotations must be placed in quotation marks and citations must be provided; in-text citations are fine (Loudon, 40). Papers will be graded based on content and on writing. Marked errors in writing (grammar, style, organization) that are not corrected in subsequent papers will result in a lower grade. **PLEASE PROOFREAD YOUR PAPERS.**

2. Group Project [15 points]. Each student will be assigned to a group and each group will give a 20-minute presentation on a specific disease. The presentation should cover the incidence, different forms of treatment, and changes in understanding of the disease. Each group must hand in a bibliography listing the sources used (including web sites). A good place to start is Kenneth F. Kiple, ed., *The Cambridge World History of Human Disease* (Cambridge, 1993) in the reference section at the library. The web site for the Centers for Disease Control (www.cdc.gov) is also very helpful.

Guidelines for Group Presentations

The purpose of this assignment is twofold: first, to give you the opportunity to work in groups (a skill increasingly desired in the workplace); and second, to practice giving oral presentations. The group reports also provide valuable information on the history of diseases and their impact on human society. Some of the questions on the mid-term and final exams will be based on these presentations.

1. Each member of the group will present a section of the report to the class.
2. Presentations should cover:
 - a. current scientific understanding of the disease
 - b. historical significance of the disease
 - when was it most widespread? where? why?
 - how did it affect medical theory or practice?
 - c. past and current treatment
3. Use of visual materials is encouraged.

3. In-Class Mid-Term Exam [20 points]. The mid-term Exam will be based on material drawn from the lectures, group presentations, and assigned readings. The exam will be short answer and quotation identification.

4. Final Exam [25 points]. The exam will be short answer, quotation identification, and essay questions.

5. Participation [10 points]. The participation grade is based on attendance and contributions to weekly discussions.

Final grades will be calculated as follows:

A (93-100)	A- (90-92)	
B+ (87-89)	B (83-86)	B- (80-82)
C+ (77-79)	C (73-76)	C- (70-72)
D+ (67-69)	D (63-66)	F (anything below 63)

Course Schedule:

Week 1

Readings:

Mary Dobson, "Epidemics and the Geography of Disease," *Western Medicine*, pp. 176-191

Paul Weindling, "From infectious to chronic diseases: changing patterns of sickness in the nineteenth and twentieth centuries," *Medicine in Society*, pp. 303-316.

Sept. 3 - Introduction

Sept. 5 – Disease in History

Week 2 Medicine in Antiquity (500 b.c.e.-500 c.e.)

Readings:

James Longrigg, "Medicine in the Classical World," *Western Medicine*, pp. 25-39

Vivian Nutton, "Healers in the medical market place: towards a social history of Graeco-Roman medicine," *Medicine in Society*, pp. 15-58.

Selections from Hippocrates and Galen in *Sourcebook*, pp. 13-26, 39-40, 41-51

Weekly Writing Assignment: Compare and contrast the Hippocratic case history (Case X) with the Galenic case history found on pp. 45-47. How are the case histories structured? Do you get a sense of the author? Which one do you find more interesting?

Sept. 8 - Hippocrates

Sept. 10 - Galen

Sept. 12 – Discussion: What is the humoral theory?

Week 3 Science in Medieval Europe and Islam (500-1400)

Readings:

Michael R. McVaugh, "Medicine in the Latin Middle Ages," *Western Medicine*, pp. 54-65.

Katherine Park, "Medicine and society in medieval Europe, 500-1500," *Medicine in Society*, pp. 59-90.

Emilie Savage-Smith, "Europe and Islam," *Western Medicine*, pp. 40-53

Selections from Arabic Medicine and the Middle Ages in *Sourcebook*, pp. 65-75, 76-94

Weekly Writing Assignment: How did Islamic medicine influence the development of European medicine? (Use Emilie Savage-Smith's article.)

Group Presentation: Leprosy

Sept. 15 – Islamic Medicine

Sept. 17 - The Rise of Universities

Sept. 19 - Discussion: What is the role of religion in healing during the medieval period?

Week 4 Medicine in the Renaissance (1400-1600)

Readings:

Katharine Park, "Medicine and the Renaissance," *Western Medicine*, pp. 66-79.

Andrew Wear, "Making sense of health and environment in early modern England," *Medicine in Society*, pp. 119-148.

Selections from Fracastoro, Vesalius, Paracelsus, and Pare in *Sourcebook*, pp. 95-105, 106-121, 126-133, and 189-193

Weekly Writing Assignment: How does Fracastoro describe contagion? How does his conception differ from our conception? (*Sourcebook*, pp. 106-110).

Group Presentation: Syphilis

Sept. 22 – The New Anatomy

Sept. 24 - Syphilis and the New Therapeutics

Sept. 26 – Discussion: How did Renaissance healers challenge Galenic medicine?

Week 5 The Scientific Revolution and the Enlightenment (1600-1800)

Readings:

Harold Cook, “From the Scientific Revolution to the Germ Theory,” *Western Medicine*, pp. 80-90

Roy Porter, “The patient in England, c. 1660-c. 1800,” *Medicine in Society*, pp. 91-118.

Selection by Mary Wortley Montagu in *Sourcebook*, p. 293

Documents 2,3,4,5, and 7 in Chap. 2, in *American Medicine*, pp. 30-37, 40

Weekly Writing Assignment: Why did people object to smallpox inoculation according to Cotton Mather? Why did he support the practice? (*American Medicine*, pp. 30-33).

Group Presentation: Smallpox

Sept. 29 – Harvey and the Circulation of the Blood

Oct. 1 - Smallpox and Inoculation

Oct. 3 - How did medical treatment change during the 18th century?

Week 6 The Birth of the Clinic (1800-1850)

Readings:

Harold Cook, “From the Scientific Revolution to Germ Theory,” *Western Medicine*, pp. 90-101

Lindsay Granshaw, “The rise of the modern hospital in Britain,” *Medicine in Society*, pp. 197-218.

Ulrich Tröhler and Cay-Rüdiger Prüll, “The Rise of the Modern Hospital,” *Western Medicine*, pp. 160-175

Selections from Auenbrugger and Laennec in *Sourcebook*, pp. 306-320

Document 5 in Chap. 3 in *American Medicine*, pp. 64-67

Weekly Writing Assignment: Why did the size and number of hospitals grow over the course of the 18th and 19th centuries? (Use Ulrich Trohler’s and Cay-Rudiger Prull’s article.)

Group Presentation: Typhus

Oct. 6 – The Hospital

Oct. 8 – The New Scopes

Oct. 10 - Discussion: How do hospitals affect patient care?

Week 7

Oct. 13 – **NO CLASS**

Oct. 15 – **Mid-Term Examination**

Oct. 17 - Medicine in Colonial America

Week 8 Antebellum Medicine (1800-1860)

Readings:

Martin S. Pernick, "Pain, the Calculus of Suffering, and Antebellum Surgery," *American Medicine*, pp. 114-119.

Charles E. Rosenberg, "Belief and Ritual in Antebellum Medical Therapeutics," *American Medicine*, pp. 108-113

Todd S. Savitt, "Race, Human Experimentation, and Dissection in the Antebellum South," *American Medicine*, pp. 120-123

Document 8 in Chap. 3, *American Medicine*, pp. 71-73

Documents 2,5,7 in Chap. 4, *American Medicine*, pp. 94-96, 99-101, 103-106

Weekly Writing Assignment: Why do physicians and patients begin to try new approaches to medicine in the 19th century? (Use Rosenberg's article.)

Group Presentation: Malaria

Oct. 20 – Heroic Medicine

Oct. 22 - Therapeutic Skepticism

Oct. 24 – Discussion: What happened to humoral medicine?

Week 9 Women and Medicine in the 19th Century**Readings:**

Irvine Loudon, "Childbirth," *Western Medicine*, pp. 206-220.

Regina Markell Morantz-Sanchez, "Science, Health Reform, and the Woman Physician," *American Medicine*, pp. 149-157

Laurel Thatcher Ulrich, "The Medical Challenge to Midwifery," *American Medicine*, pp. 73-80.

Document 2, 6 in Chap.3, *American Medicine*, pp. 58-60, 67-69

Documents 2, 3, 4, 6, 7 in Chap. 5, *American Medicine*, pp. 129-135, 136-142

Weekly Writing Assignment: According to some 19th-century writers, women should not practice medicine, either as doctors or midwives. What arguments were given for this view? (Use documents on pages 67-69, 131-133, 133-135, 140-142.)

Group Presentation: Puerperal Fever

Oct. 27 – Childbirth

Oct. 29 – Women Healers

Oct.31 - What were the arguments for and against women physicians?

Week 10 Scientific Medicine (1860-1920)**Readings:**

E.M. Tansey, "From the Germ Theory to 1945," *Western Medicine*, pp. 102-122

Bert Hansen, "Popular Optimism About the Promise of the New Scientific Medicine: The Case of the Rabies Vaccine," *American Medicine*, pp. 224-232.

John Harley Warner, "Professional Optimism and Professional Dismay over the Coming of the New Scientific Medicine," *American Medicine*, pp. 216-224.

Selections from Pasteur and Koch in *Sourcebook*, pp. 388-406

Weekly Writing Assignment: What reasons did Pasteur give for testing his rabies vaccine on humans? Did he act ethically? (*Sourcebook*, pp. 388-392)

Group Presentation: Anthrax

Nov. 3 – The Germ Theory of Disease
Nov. 5 -- The Rise of Scientific Medicine
Nov. 7 -- Discussion: What is the relationship between science and medicine?

Week 11 Public Health (1820-1940)

Readings:

Elizabeth Fee and Dorothy Porter, "Public health, preventive medicine and professionalization: England and America in the nineteenth Century," *Medicine in Society*, pp. 249-276.
Alan M. Kraut, "Physicians and the New Immigration during the Progressive Era," *American Medicine*, pp. 264-268.
Guenter B. Risse, "Bubonic Plague, Bacteriology, and Anti-Asian Racism in San Francisco, 1900," *American Medicine*, pp. 268-273.
Nancy Tomes, "Germ Theory, Public Health Education, and the Moralization of Behavior in the Antituberculosis Crusade," *American Medicine*, pp. 257-264.
Document 7 in Chap. 6, *American Medicine*, pp. 178-181
Documents 1, 2, 6 in Chap. 8, *American Medicine*, pp. 237-241, 250-253

Weekly Writing Assignment: What is Charles Chapin's view on public health? What should public health officials concentrate their efforts on? How did his approach differ from previous approaches? (pp. 239-241)

Group Presentation: Cholera

Nov. 10 – The Emergence of Public Health
Nov. 12 – **NO CLASS**
Nov. 14 - What are the main differences between public health and individual health care?

Week 12 Medical Education (1900-1950)

Readings:

Kenneth M. Ludmerer, "Balancing Educational and Patient Needs in the Creation of the Modern Teaching Hospital," *American Medicine*, pp. 304-309.
Ronald L. Numbers, "Physicians, Community, and the Qualified Ascent of the American Medical Profession," *American Medicine*, pp. 298-303
Lisa Rosner, "The Growth of Medical Education and the Medical Profession," *Western Medicine*, pp. 147-159
Janet Tighe, "A Lesson in the Political Economics of Medical Education," *American Medicine*, pp. 309-315.
Documents 1,2,5 in Chap. 9, *American Medicine*, pp. 277-286, 292-296

Weekly Writing Assignment: What are some of the shortcomings of modern medical education? (Use Lisa Rosner's article.)

Group Presentation: Polio

Nov. 17 – Progressivism and the Flexner Report
Nov. 19 – The Reform of Medical Education
Nov. 21 – **NO CLASS**

Week 13 Medicine and Discrimination

Readings: Susan E. Lederer, "The Tuskegee Syphilis Experiment and the Conventions and Practice of Biomedical Research," *American Medicine*, pp. 416-422

Documents 2, 5, 6, 7, 8 in Chap. 12, *American Medicine*, pp. 393, 400-408

Weekly Writing Assignment: How did physicians involved in the Tuskegee study violate medical ethics? (In your answer, use Documents 5, 6, & 7)

Nov. 24 – The Tuskegee Study

Nov. 26 – Medicine and Human experimentation

Nov. 28 - **NO CLASS**

Week 14 The Economics of Health Care

Readings:

Allan M. Brandt, "Risk, Behavior, and Disease: Who is Responsible for Keeping Americans Healthy?" *American Medicine*, pp.532-538.

Jane Lewis, "Medicine, Politics and the State," *Western Medicine*, pp. 277-290.

Rosemary Stevens, "Medicare and the Transformation of the Medical Economy," *American Medicine*, pp. 485-489.

Document 5 in Chap. 13, *American Medicine*, pp. 435-437

Document 3 in Chap. 14, *American Medicine*, pp. 469-474

Weekly Writing Assignment: What reasons did Truman and Clinton give for reforming health care in the United States? (Use documents on pp. 435-437, 469-474.)

Group Presentation: West Nile Virus

Dec. 1 – The Economics of Health Care

Dec. 3 – A New Era of Epidemics?

Dec. 5 – Discussion:

Dec. 7 Review